DOCUMENT RESUME

ED 286 794 SO 018 394

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TITLE World Food Day: Curriculum, Grades 8-12.
INSTITUTION Church World Service, Baltimore, MD. Office on Global Education.; Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE Sep 86
NOTE 28p.; For related documents, see SO 018 392-393.
AVAILABLE FROM Church World Service, P.O. Box 968, Elkhart, IN 46515-0968. (Materials are free, specify order no. Ed. 8628).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Area Studies; Developed Nations; Developing Nations; *Food; Global Approach; *Hunger; Instructional Materials; *International Relations; Learning Activities; Nutrition; Secondary Education; *Secondary School Curriculum; Social Studies; *World Problems
IDENTIFIERS *United Nations Food and Agriculture Organization; *World Food Day

ABSTRACT

Over one billion of the world's people are chronically hungry. For them, life is a hunger cycle characterized by vulnerability to disease, stunted physical and mental development, reduced energy and motivation, and low work productivity. This curriculum guide is designed to channel student awareness and concern into effective action. The definitions, dimensions, geography, and roots of hunger are explored through activities. The dimension of hunger is illustrated through visualization of the concept of one billion. The experience of hunger is dramatized through the poems, "The Arithmetic of Poverty" and "God to a Hungry Child." Students are introduced to the concept of "North and South" in relation to developed and developing nations. A handout depicting the hunger cycle is used to discuss the roots of hunger. The lesson concludes with actions that have been taken to end hunger and actions that students could take. Suggested student activities include joining community groups focusing on ending hunger; finding out about a food shelf or soup kitchen in the community; investigating hunger and poverty in the community; holding debates; organizing food drives; and arranging assemblies. A list of additional resources is included. (SM)

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# World Food Day

## Curriculum/Grades 8-12

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# WORLD FOOD DAY

## October 16, 1986

**WORLD FOOD DAY** was created by the member nations of the UN Food and Agriculture Organization (FAO). Now observed in more than 140 countries, the day's purpose is to focus attention on all food and farm problems, and to get the people of the world more directly involved in the search for solutions. It is sponsored jointly by FAO, each national government, and the private voluntary community. But the experience of the first five years shows clearly that the success of **WORLD FOOD DAY**, in each country, has come through grassroots action.

In the U.S., the National Committee for **WORLD FOOD DAY** is sponsored this year by more than 350 private voluntary organizations. A variety of educational and information materials for **WORLD FOOD DAY** are produced by FAO, governments, and national **WORLD FOOD DAY** committees. This material — study papers, fact sheets, posters — is available on request at no cost in most cases. It is designed to help promote **WORLD FOOD DAY** events and to help people better understand food and hunger issues.

FOR MORE INFORMATION PLEASE WRITE:

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National Committee for World Food Day
1001 22nd Street, NW
Washington, D.C. 20437
(202) 653-2404

## About the Author of this Curriculum

**David Shiman** is a Professor of Education at the University of Vermont. He also serves as co-director of the Center for World Education in the College of Education and Social Services. Dr. Shiman has a B.A. from Yale University, an M.A.T. from Vanderbilt University, and an M.A. and Ph.D. from UCLA. He has worked in Africa for nearly five years, teaching in Kenya, Tanzania, Ghana, and Liberia.

At the University of Vermont, Dr. Shiman has conducted workshops for teachers in global studies curriculum and taught courses dealing with problems of African development. He has published **The Prejudice Book**, a curriculum resource for teachers, and is finishing a book entitled **Teaching About Human Rights**

# Introduction for Teachers

We suggest that you select appropriate activities from those offered below to create your curriculum on world hunger. We have provided more than you can use in one day. The goal of this curriculum is to channel student awareness and concern into effective action.

# Objectives

1. To know the extent and location of the world's hungry.
2. To know definitions of hunger, undernutrition, malnutrition, and starvation, First/Second/Third Worlds.
3. To understand that the root cause of hunger is poverty.
4. Through discussion to face some of the value dilemmas of the hungry.
5. To know the extent of the United States foreign aid vis-a-vis other nations and in comparison with other U.S. expenditures.
6. To know students can make a difference. To know what to do next.

# Facts on Hand for the Teacher

## A. Definitions of Hunger

Starvation and death by famine due to drought, floods, war, etc., are the most visible and dramatic examples of hunger. For many more people, hunger is a way of life. In fact, for them life is a Hunger Cycle (**Handout #5**) characterized by vulnerability to disease, stunted physical and mental development, reduced energy and motivation, and low work productivity. These people rarely appear on our television screens. Yet they were with us before the present crisis in Africa and unfortunately will be with us after these crises have passed—unless action is taken.

These people suffer from:

**chronic undernourishment** – consumption of inadequate amounts of calories and proteins over a long period of time;

**malnourishment** – deficiency of certain nutrients, e.g., iron, vitamins A and C, and iodine, which are essential for good health.

## B. Dimensions of Hunger

Over one billion people are chronically hungry.

Between 13 and 18 million people die each year because of hunger and starvation.

Deaths resulting from hunger and starvation:

- Each year: 13-18 million, of whom 9-14 million are children under 5 years.
- Each day: 35,000, of whom 26,000 are children under 5 years.
- Each minute: 24, of whom 18 are children under 5 years.
- More people died from hunger in two days than were killed instantly by the Hiroshima bomb.
- More people died from hunger in the past two years than were killed in both World Wars.
- More people died in seven days than died in China's earthquake in 1976 which killed 242,000 people.

*Adapted from **Ending Hunger: An Idea Whose Time Has Come**, The Hunger Project. New York: Praeger, 1975, p. 7.

## C. Geography of Hunger

The map (**Handout #4**) points to the existence of three "worlds" on our globe:

The First World: the rich market economies or capitalist countries of North America, Western Europe, Australia, Japan, and South Africa

The Second World: the rich centrally planned or communist economies of the Soviet Union and Eastern Europe

The Third World: the poor centrally planned and market economies in Central and South America, Africa, the Middle East, and Southern Asia

Nearly half of the world's hungry live in India, Nigeria, Bangladesh, Pakistan, and Indonesia.

There are some people suffering from hunger in many countries not so identified on the map. Even in countries as rich as the United States there are 14 million people who suffer from hunger.

## D. Roots of Hunger

True, food production and economic growth in many hungry nations cannot keep up with population growth. **But there is not a shortage of food in the world. Everyone can be fed.** The problem lies elsewhere.

- Absence of political and land reforms in hungry nations which would provide landless peasants with greater control over their lives and greater motivation to increase productivity
- Maintenance of international trade relations which keep many poor nations in positions of economic dependency on the West
- Inadequacy and inappropriateness of some food and development aid given
- Ineffecient and misdirected development strategies by the poor nations themselves
- Large military expenditures by some of the developing countries
- Absence of international grain storage systems to draw on in times of crisis
- Inadequacy of our knowledge about and our will to address the problem before us

## Materials

Copies of **Handouts 1–5**

Bag of Peanuts

Overhead transparencies or copies of Figures A–D (**Teacher Resource Section**)

# Lesson Plan

## A. Definitions of Hunger

Begin by discussing the concepts of hunger, undernourishment, malnourishment, and starvation as defined above.

Ask students to recall times when they have been hungry. How did they feel, think, act? (Note: Be sensitive to the fact that some of your students may not be getting enough to eat.)

World Food Day reminds us of those who have no choice about missing meals. For them, hunger is a way of life.

## B. Dimensions of Hunger

To dramatize the magnitude of the hunger problem, use the figure of 1 billion suffering from chronic hunger in the calculations below:

Estimate the number of M&M's it would take to fill your classroom. There are 27,648 M&M's per cubic foot. For example, 1 billion M&M's would fill two "typical" classrooms (24' x 41' x 12') and two-thirds of another.

If you started counting to 1 billion, counting a number each second (given an example), you would be _____ years old when you were finished (31 years plus the student's present age).

One billion inches equals 15,782 miles, approximately equal to the round trip between Los Angeles and Darwin, Australia (7,835 mi.), or Denver and Hong Kong (7,465 mi.), or New York and Calcutta (7,921 mi.). Use a globe to illustrate this.

## C. The Experience of Hunger

**Note**: Select one of the following exercises for a one day lesson. You may wish to employ the others over a longer period of time.

1. Distribute copies of **Handout #1** ("The Arithmetic of Poverty" and "God to a Hungry Child") or write the poems on the chalkboard.

Discussion questions on "The Arithmetic of Poverty":

a) What is the woman's dilemma?
b) What would it be like to have to make such a decision?
c) How is she trying to make the decision?
d) Would you choose? If so, how? If not, why not?
e) Sita, the girl, is referred to as "expendable." What might this reveal about attitudes toward girls and women in this society?

Point out the following information:

(1) Children are the principle form of old age social security for parents in the developing world and —
(2) Having many children is wise planning when infant mortality rates (IMR) are high. When poverty diminishes, population growth rates go down, IMR falls, agricultural self-sufficiency rises, and other forms of old age security emerge. (See Figures A and B in **Teacher Resource Section**.)

You might want to relate the mother's dilemma to the pattern of aid-giving by Western sources, i.e., low income countries receive $7.60 per person, while middle income countries receive $18.20 per person. Ask the students how they would account for this imbalance. How is it similar to the practice of triage in medicine, in which those who have the best chance for survival are given first priority? Which criteria do you think the mother should use in her choice? How are these similar to or different from the criteria a rich nation should use in deciding how to divide its aid budget among the developing nations? How are the situations different? What values are involved?

Discussion questions on "God to a Hungry Child":

a) What is the poet trying to say? Do you agree with his view?
b) What do you think the poet is feeling?
c) How would you compare/contrast the two poems?
d) In which ways can you relate this poem to the data presented in Figures B, C and D in the **Teacher Resource Section**? (You may wish to make copies of these charts or to make an overhead transparency.) In particular, look at the percentages of U.S. aid contributions and patterns of U.S. consumption.

2. Distribute "Living on Less than $200 per Year" (**Handout #2**)

   Point out to the students before they begin reading that this was written in 1963 when the average income for much of the developing world was considerably lower than it is today. Stress, however, that the income position relative to the developed nations has not improved substantially for many in the developing world, although their income has risen. Now, over 50% of the world has an income of $300 or less per capita per year.

Discussion Questions:

a) How do you feel in your "new home" and neighborhood?
b) How do you think living in such a setting would affect your health, sense of personal dignity, feeling of control over your life, and your future opportunities?
c) Do you feel lucky?
d) Do you feel any sense of responsibility to help?

3. To illustrate what it would be like to live in a Third World country, distribute **Handout #3** ("A Day in the Life of a Third World Teenager"). Before reading, ask the students to look at the young girl in the photograph and try to imagine what her life must be like. What questions would the students like to ask her if they could meet her? How might her life be different from theirs?

4. Divide up your class and illustrate the distribution of the wealth of the world with the use of a bag of peanuts. (Example based on a class of 40. Use proportions adjusted to your class size.)

| **Regions** | **Number of Students** (based on share of world of population) | **Number of Peanuts** based on (GNP) |
|---|---|---|
| Asia | 24 | 7 |
| Africa | 4 | 1 |
| U.S. and Canada | 2 | 11 |
| Latin America | 3 | 2 |
| Western Europe | 3 | 10 |
| Eastern Europe/USSR | 4 | 7 |

Ask your students how they feel about this distribution of "wealth."

a) Is it just?
b) Should it be changed?
c) If so, how might you change it?
d) Have you ever experienced a similar situation where something was distributed so unevenly? How did you feel? What did you do?

## D. Geography of Hunger

Distribute copies of **Handout #4** (A Divided World) or make an overhead transparency. What do the students notice about this map?

Point out that most of the developed countries are north of the equator, while most of the developing countries are south of the equator, leading to the terms **North** and **South** often being used to refer to developed vs. developing nations. Also, have students identify former colonies and colonial powers and the five nations which account for 50% of the world's hungry (India, Nigeria, Bangladesh, Pakistan, and Indonesia). Note: You may wish to explore here the notion of development. In what sense is the USA a developing country?

## E. Roots of Hunger

Ask students to brainstorm factors which contribute to the presence of hunger in the world. After a reasonable list has been generated and written for all to see, have the students rank them and then compare them to the list of causes of hunger in the Facts on Hand section. Discuss reasons why the students' perceptions might be different from the reasons listed. Are there "myths" related to the issue of hunger? What are their impressions of hungry people? How has the media influenced these impressions? (See **Additional Resources Section** for audio-visual materials and readings related to the "myths of hunger.")

Distribute copies of **Handout #5** (Hunger Cycle) and discuss how hunger can be self-perpetuating. Explain how the long-term effects of hunger can affect a society. You may wish to use **Teacher Resource Section** Figures A and B to highlight issues of health, education, and distribution of income. These should either be copied for each student or duplicated onto an overhead transparency.

## F. Actions Taken to End Hunger

Stress the importance of international contributions, food and development assistance from governments, international organizations, and private citizens through religious organizations and events such as Live Aid as factors in the elimination of hunger.

Have students review the statistics in Figures C and D of the **Teacher's Resource Section** and reflect on what their government's and their own response should be.

## G. Actions That Students Can Take

Begin with suggestions from your students. Allow time to generate a variety of options before evaluating the merit of the ideas. Below are some possibilities for action already taken by students.

1. Join a communtiy group doing something about hunger at home or on a national or international level.

    a) Contact Church World Service, your denominational hunger office, or other volunteer agencies for suggestions on how to raise funds for their efforts to feed the hungry. Church World Service has 26 regional offices located in communities throughout the U.S. Their mandate is twofold:

    - the raising of resources to combat international and domestic hunger through community involvement in "CROP" hunger walks, fasts and other special events.
    - the raising of awareness throughout the community of the causes of hunger and poverty and the connections of hunger to other global social issues.

Thus, you will find in these offices persons with global concerns, and both fund raising and educational activities and resources: films, speakers, curricula (or leads to such support and networks) to name a few. They would welcome your being in touch.

For information on the regional office nearest you contact:

Office of Community Outreach, Church World Service
P.O. Box 968, Elkhart, IN 46515
Telephone: (219) 264-3102

b) Contact InterAction for a brochure listing the names and addresses of volunteer agencies working on the problem of world hunger:

InterAction, 200 Park Avenue South, New York, NY 10003
Telephone: (212) 777-8210

2. Find out about a food shelf or soup kitchen in your community and volunteer your services raising money or collecting/distributing food.

3. Investigate hunger and poverty in your own community. Who are the poor near you? Invite those working with them to speak to your class.

4. Educate others:
In school — Arrange assemblies featuring films or speakers; develop a hunger education team to visit other classrooms or schools in the district; create posters for display, recommend books or magazine subscriptions for purchase by your school library. (See **Additional Resources Section** for films, magazines, and books.)

In your communtiy — Visit local civic groups, e.g., Elks, Rotary, Kiwanis, Lions clubs to make presentations; place posters in local stores; urge your religious group or club, e.g., Boy Scouts, to arrange special programs. Contact your denominational hunger office for information about programs sponsored by your denomination on local, national and international levels.

5. Sponsor a feast-or-famine meal on parents' night. Get reservations in advance and prepare rice and beans for two-thirds of the guests, and steak, potatoes, vegetables, dessert, and drink for the other third. After the meal, discuss world hunger with the parents and identify ways in which you can do something. This meal could also prompt discussion about nutrition, and how the world's resources (land, water) are used to grow food. Is the goal to have everyone in the world eat steak? Note that rice and beans are a good protein source. Compare how much land it takes to grow grain to produce animal protein vs. grain for human consumption. See **Diet for a Small Planet,** by Frances Moore Lappé as a source for discussion.

6. Organize a "Read for Hunger" program in which students find sponsors for a week of reading. The sponsors pledge money for every minute of uninterrupted reading the students undertake at night. Try **Additional Resources Section** for suggested readings if your want to specify hunger and food related topics. The money raised by the class or school can then be donated to a group fighting hunger.

7. Organize a "Fast for Hunger" at school. Have students donate the money normally spent on lunch to a project to help the hungry. During the specified lunch time, organize speakers, discussion groups, or films on hunger projects.

8. Organize a Thanksgiving food drive for the hungry in your community.

9 Write your representatives urging them to work toward increasing food and development aid to the hungry people of the world.

| | | |
|---|---|---|
| Congressperson_____ | Senator _____ | President _____ |
| U.S. House of Representatives | U.S. Senate Office Building | The White House |
| Washington, D.C. 20515 | Washingon, D.C. 20510 | Washington, D.C. 20500 |

10. Hold a debate on the topic: Does food development aid promote independence or dependence?
11. Change your own patterns of consumption. Don't waste food. Give up, even for a short time, some luxury purchase, e.g., candy, soda, cigarettes, and donate the money saved to a hunger organization. Evaluate the consumption patterns at your school.

# Teacher's Resource Section

Figure A

Summary of All Countries

| Countries | Low Income | Lower Middle Income | Upper Middle Income | E. European Nonmarket Economies | Industrial Market Economies |
|---|---|---|---|---|---|
| GNP per capita (U.S. $)<br>Annual Growth Rate (%) | 260<br>2.7 | 750<br>2.9 | 2,050<br>3.8 | 5,480<br>N.A. | 11,060<br>2.5 |
| Population 1983 (million) | 2,335 | 665 | 500 | 386 | 729 |
| Agricultural Productuction<br>Annual Growth Rate (%) | 2.9 | 1.9 | 3.2 | N.A. | 1.0 |
| Life Expectancy 1963<br>1983 | 50<br>59 | 48<br>57 | 58<br>65 | 70<br>70 | 71<br>76 |
| Infant Mortality 1965<br>Rate (per 1000) 1983 | 122<br>75 | 127<br>87 | 92<br>59 | 31<br>19 | 24<br>10 |
| Population per Physician 1980 | 5,556 | 7,555 | 2,018 | 345 | 554 |
| Safe Water (%) | 46 | 50 | 73 | 74 | 95 |
| Literacy (%) | 55 | 67 | 77 | 98 | 98 |
| Grams of Protein<br>per capita/per day | 52 | 54 | 72 | 101 | 98 |
| Daily Requirement<br>of Calories (%) 1982 | 105 | 109 | 119 | 133 | 133 |
| Economic Aid Received from<br>Western Donors - $ per capita | $7.60 | 18.20 | 18.20 | — | — |

**Low Income Economies : Africa** — 22 including Chad, Kenya, Ghana, Ethiopia, Tanzania, Sudan, Zaire, Sierra Leone, Uganda; **Asia** — 12 including India, China, Bangladesh, Pakistan, Vietnam, Burma, Sri Lanka; **Latin America** — Haiti.

**Lower Middle Income Economies : Africa** — 14 including Nigeria, Egypt, Morocco, Zimbabwe, Zambia, Ivory Coast; **Asia** — 10 including Thailand, Indonesia, Turkey, Philippines; **Latin America** — 13 including Peru, Honduras, Guatemala, Paraguay, Colombia, Cuba.

**Upper Middle Income Economies : Africa** — Algeria, South Africa; **Asia** — 9 including S. Korea, Malaysia, Iran, Hong Kong, Singapore; **Latin America** — 8 including Brazil, Argentina, Mexico, Venezuela; **Europe** — Portugal, Yugoslavia, Greece.

**Eastern European Nonmarket Economies : Europe** — 8 including USSR, E. Germany, Poland, Czechoslovakia.

**Industrial Market Economies : Europe** — 14 including United Kingdom, France, W. Germany, Spain, Scandinavia; **North America** — U.S.A., Canada; **Asia** — Japan, Australia, New Zealand.

**Notes:**
1. High income oil exporters (Oman, Libya, Saudi Arabia, Kuwait, United Arab Emirates and countries under 1 million population) are excluded from the statistics and groups above.
2. GNP per capita annual growth rate based on 1965-1983.
3. Population annual growth rate based on 1980-2000.
4. Agricultural productivity growth rate based on 1973-83.
5. Infant mortality rate (aged under one year).
6. Percentage of population having safe water.
7. Between 60-65 grams of protein are needed daily.
8. Daily calorie requirement is 2,285 grams.
9. Income distribution based on household income. Dates for data presented vary between 1965-1981.
10. Economic aid includes both U.S. and international organization contributions

**Sources:** **World Development Report 1985**. New York: Oxford University Press for the World Bank,1985.

Sivard, Ruth Leger, **World Military and Social Expenditures 1985**. Washington D.C.: World Priorities, 1985.

**Country Reports on Human Rights Practices for 1985**. Washington, D.C.: U.S. Government Printing Office, 1986

The Hunger Project, **Ending Hunger: An Idea Whose Time Has Come**. New York: Praeger, 1985.

## Characteristics of Selected Countries

| Country | Bangladesh | India | China | Kenya | Indonesia | Nigeria | Brazil | S. Korea | U.S.A. |
|---|---|---|---|---|---|---|---|---|---|
| GNP per capita (U.S. $) | 130 | 260 | 300 | 340 | 560 | 770 | 1,880 | 2,010 | 14,110 |
| Annual Growth Rate (%) | 0.5 | 1.5 | 4.4 | 2.3 | 5.0 | 3.2 | 5.0 | 6.7 | 1.7 |
| Population 1983 (million) | 96 | 733 | 1,019 | 19 | 156 | 94 | 130 | 40 | 235 |
| Annual Growth Rate (%) | 2.3 | 1.8 | 1.2 | 3.9 | 1.9 | 3.3 | 1.9 | 1.4 | 0.7 |
| Agricultural Productivity Annual Growth Rate (%) | 3.2 | 2.2 | 3.5 | 3.4 | 3.7 | −1.9 | 4.2 | 1.5 | 1.4 |
| Life Expectancy 1963 | 44 | 45 | 57 | 49 | 44 | 41 | 57 | 56 | 71 |
| 1983 | 50 | 55 | 67 | 57 | 54 | 49 | 64 | 67 | 75 |
| Infant Mortality 1965 | 153 | 151 | 90 | 124 | 138 | 152 | 104 | 64 | 25 |
| Rate (per 1000) 1983 | 132 | 93 | 38 | 81 | 101 | 113 | 70 | 29 | 11 |
| Population per Physician | 7,810 | 3,690 | 1,740 | 7,890 | 11,530 | 12,550 | 1,140 | 1,440 | 520 |
| Safe Water (%) | 40 | 52 | N.A. | 25 | 32 | 42 | 74 | 76 | 99 |
| Literacy (%) | 34 | 42 | 69 | 50 | 68 | 36 | 76 | 94 | 99 |
| Grams of Protein per capita/per day | 40 | 50 | 59 | 54 | 49 | 55 | 59 | 85 | 106 |
| Daily Requirement of Calories (%) | 83 | 93 | 109 | 88 | 111 | 104 | 110 | 125 | 137 |
| Income Distribution % Held by: Top 10% | 32 | 33.6 | N.A. | 45.8 | 34.0 | N.A. | 50.6 | 27.5 | 23.3 |
| Bottom 20% | 6.2 | 7.0 | | 2.6 | 6.6 | | 2.0 | 5.7 | 5.3 |
| Economic Aid Received from Western Donors $ per capita | 6.82 | 3.70 | — | 7.63 | 9.91 | 1.29 | 15.46 | 17.43 | — |

Sources: **World Development Report 1985**. New York: Oxford University Press for the World Bank, 1985.
Sivard, Ruth Leger, **World Military and Social Expenditures, 1985**. Washington, D.C.: World Priorities, 1985.
**Country Reports on Human Rights Practices for 1985**. Washington, D.C.: U.S. Government Printing Office, 1986.

Figure B

Figure C

## Development Assistance by OECD* Countries (in U.S. Dollars)

| | Government Contribution | | | | Private Contribution | | | |
|---|---|---|---|---|---|---|---|---|
| | Millions | | % of GNP | | Millions | | Average per Capita | |
| | 1970 | 1984 | 1970 | 1984 | 1970 | 1983 | 1970 | 1983 |
| **Netherlands** | 196 | 1,268 | .61 | 1.02 | 14 | 107 | 1.07 | 7.45 |
| **Norway** | 37 | 526 | .32 | .99 | 10 | 43 | 2.58 | 10.41 |
| **Denmark** | 59 | 449 | .38 | .85 | 8 | 13 | 1.62 | 2.54 |
| **Sweden** | 117 | 737 | .38 | .80 | 65 | 61 | 8.08 | 7.32 |
| **France** | 971 | 3,790 | .66 | .77 | 16 | 36 | .32 | .66 |
| **Belgium** | 120 | 410 | .46 | .59 | 38 | 30 | 3.94 | 3.04 |
| **Canada** | 337 | 1535 | .41 | .47 | 134 | 132 | 6.28 | 5.30 |
| **Australia** | 212 | 773 | .59 | .45 | 41 | 32 | 3.28 | 2.08 |
| **Germany, Fed. Rep.** | 599 | 2,767 | .32 | .45 | 202 | 370 | 3.33 | 6.02 |
| **Finland** | 7 | 178 | .06 | .36 | 2 | 16 | .43 | 3.29 |
| **Japan** | 458 | 4,319 | .23 | .35 | 8 | 30 | .08 | .25 |
| **United Kingdom** | 50 | 1,432 | .41 | .33 | 87 | 83 | 1.57 | 1.47 |
| **Italy** | 147 | 1,105 | .16 | .32 | 13 | 3 | .24 | .05 |
| **Switzerland** | 30 | 286 | .15 | .30 | 28 | 48 | 4.47 | 7.38 |
| **Austria** | 11 | 181 | .07 | .28 | 28 | 12 | 3.77 | 1.59 |
| **New Zealand** | 14 | 59 | .23 | .28 | 4 | 7 | 1.42 | 2.19 |
| **United States** | 3,153 | 8,698 | .32 | .23 | 1,353 | 1,320 | 7.58 | 5.63 |

Sources: **World Development Report, 1985**,
New York: Oxford University Press for World Bank, 1985.

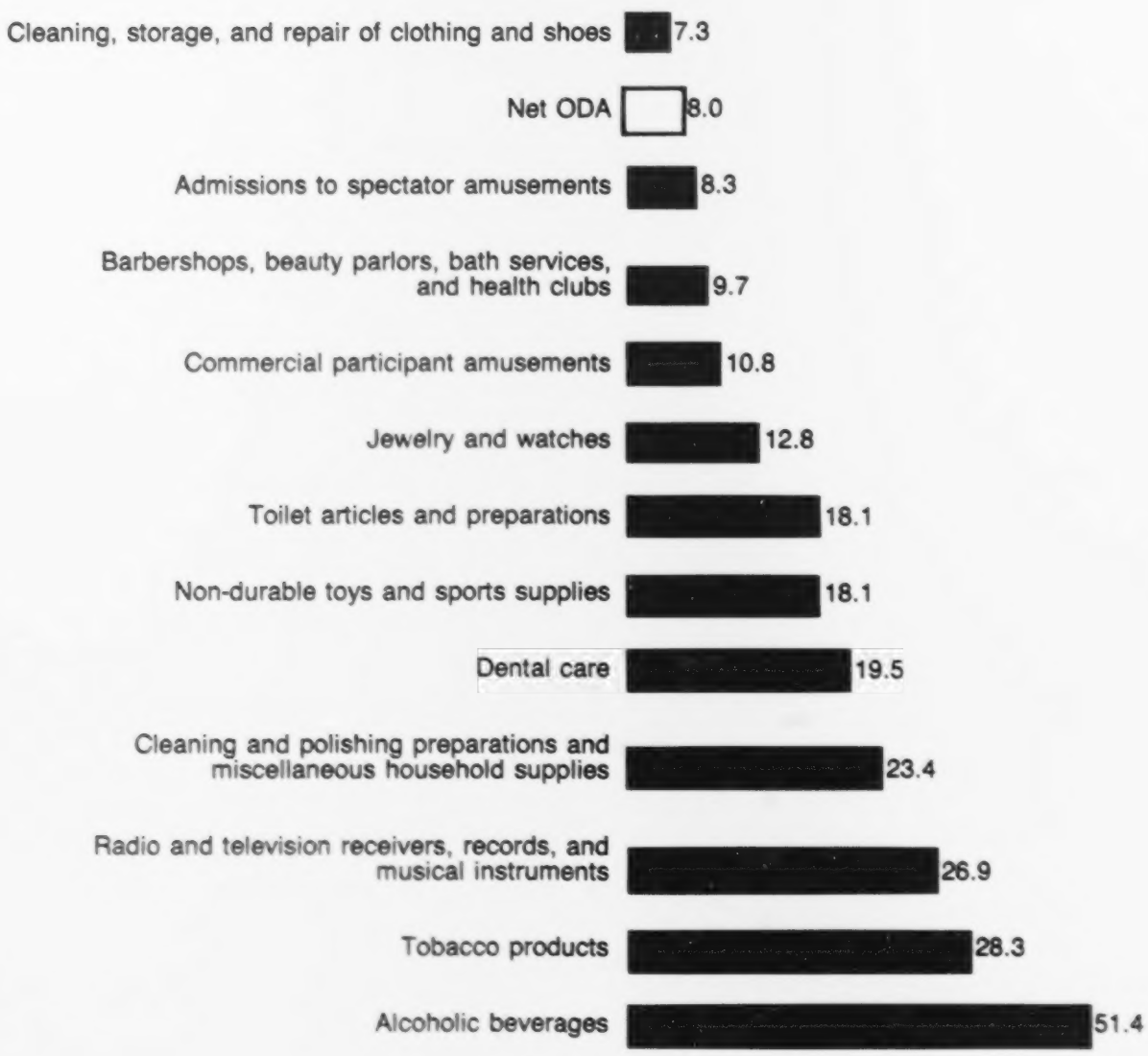
**U.S. Foreign Policy and the Third World Agenda**, 1985-86,
Washington, D.C.: Overseas Development Council, 1985.

(Citing OECD **Development Cooperation 1984 Review** and 1975 Review.)

* **OECD** - Orgnization for Economic Cooperation and Development — members are industrial market economies.

Figure D

## Selected U.S. Personal Consumption Expenditures and Net Overseas Development Assistance (ODA) 1983 (Billions U.S. Dollars)




Total U.S. GNP, 1983 = $3,304.8 billion

Source: U.S. Foreign Policy and the Third World Agenda 1985-86. Overseas Development Council, Washington, D.C., 1985. Used with permission.

## The Arithmetic of Poverty

Decide, mother,
who goes without.
Is it Rama, the strongest?
or Baca, the weakest
who may not need it much longer
or perhaps Sita?
who may be expendable.

Decide, mother
kill a part
of yourself
as you resolve the dilemma.

Decide, mother
decide ...
and hate.

by Appadura
(India)

Source: **Overcoming World Hunger—The Challenge Ahead**, Presidential Commission on World Hunger 1980.

## God to Hungry Child

Hungry child
I didn't make this world for you.
You didn't buy any stock in my railroad,
You didn't invest in my corporation.
Where are your shares in Standard Oil?
I made the world for the rich
And the will-be-rich
And the have-always-been-rich
Not for you
Hungry child.

by Langston Hughes
(U.S.A.)

Source: **Good Morning Revolution**. New York: Lawrence Hill. Reprinted by permission of Harold Ober Assoc., Inc.
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## Living on Less than $200 a Year

"To begin to understand economic development we must have a picture of the problem with which it contends. We must conjure up in our mind's eye what underdevelopment means for the two billion human beings for whom it is not a statistic but a living experience of daily life.... It is not easy to make this mental jump. But let us attempt it by imagining how a typical American family, living in a small suburban house on an income of six or seven thousand dollars, could be transformed into an equally typical family of the underdeveloped world.

"We begin by invading the house of our imaginary American family to strip it of its furniture. Everything goes: beds, chairs, tables, television set, lamps. We will leave the family with a few old blankets, a kitchen table, a wooden chair. Along with the bureaus go the clothes. Each member of the family may keep in his "wardrobe" his oldest suit or dress, a shirt or blouse. We will permit a pair of shoes to the head of the family, but none for the wife or children.

"We move into the kitchen. The appliances have already been taken out, so we turn to the cupboards and larder. The box of matches may stay, a small bag of flour, some sugar and salt. A few moldy potatoes, already in the garbage can, must be hastily rescued, for they will provide much of tonight's meal. We will leave a handful of onions, and a dish of dried beans. All the rest we take away: the meat, the fresh vegetables, the canned goods, the crackers, the candy.

"Now we haved stripped the house: the bathroom has been dismantled, the running water shut off, the electric wires taken out. Next we take away the house. The family can move to the toolshed. It is crowded, but much better than the situation in Hong Kong, where (a United Nations report tells us) 'it is not uncommon for a family of four or more to live in a bedspace, that is, on a bunk bed and the space it occupies—sometimes in two or two tiers—their only privacy provided by curtains.'

"But we have only begun. All the other houses in the neighborhood have also been removed; our suburb has become a shantytown. Still, our family is fortunate to have a shelter; 250,000 people in Calcutta have none at all and simply live in the streets. Our family is now about on a par with the city of Cali in Colombia, where, an official of the World Bank writes, 'on one hillside alone, the slum population is estimated at 40,000—without water, sanitation, or electric light...'

"And still we have not reduced our American family to the level at which life is lived in the greatest part of the globe. Communication must go next. No more newspapers, magazines, books—not that they are missed, since we must take away our family's literacy as well. Instead, in our shantytown we will allow one radio. In India the national average of radio ownership is one per 250 people, but since the majority of radios is owned by city dwellers, our allowance is fairly generous.

"Now government services must go. No more postman, no more fireman. There is a school, but it is three miles away and consists of two classrooms. They are not too overcrowded since only half the children in the neighborhood go to school. There are, of course, no hospitals or doctors nearby. The nearest clinic is ten miles away and is tended by a midwife. It can be reached by bicycle, provided that the family has a bicycle, which is unlikely. Or one can go by bus—not always inside, but there is usually room at top.

"Finally, money, we will allow our family a cash hoard of five dollars. This will prevent our breadwinner from experiencing the tragedy of an Iranian peasant who went blind because he could not raise the $3.94 which he mistakenly thought he needed to secure admission to a hospital where he could have been cured..."

Written by Robert Heilbroner in **The Great Ascent** (Harper & Row, 1963) and reprinted with permission of the publisher.
Taken from **Educating for Peace & Justice**, by James and Kathy McGinnis. Institute for Peace & Justice, St. Louis, MO, 1980.
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## A Day in the Life of a Third World Teenager

Imagine that you were given the opportunity to switch places with the girl in the photograph and to find out what it would be like to be a teenager in a Third World country. Your day would begin at dawn, before many U.S. teenagers are awake. There are chores to do before breakfast, such as feeding the animals, carrying water from the well, and lighting the cooking fires. Because most families do not have appliances such as stoves and refrigerators, foods must be made fresh every day. In some cultures grain is ground on a large stone and made into flat bread such as tortillas (Latin America) and chappattis (India). If rice is the staple food, it is often served as a type of watery rice soup for breakfast. During food shortages, breakfast is often omitted or the family may subsist on scraps and leftovers from the previous day in order to save on fuel for the cooking fire as well as food.

If the family makes its living by farming, both boys and girls spend at least part of their day working in the fields. Often children drop out of school during busy seasons on the farm so that they can help their families. Many, particularly girls, never go beyond primary school because they must help support the family. By the time they are teenagers, less than half are still in school. The others spend 10-12 hours per day working in the fields or doing other jobs for the family. The machines and tools used for farming are simple—small hand tractors that look like lawn mowers, various types of hoes, and a machete or scythe. At harvest time, animals are often used to power a contraption used to thresh the grain, often the same system that has been used for centuries.

The young girls combine agricultural work with caring for the younger children, doing laundry in a pond or stream, making clothes, and preparing food. Some are trained in crafts or occupations such as weaving so that they can make extra money. In many cultures, being a good weaver or seamstress is considered one of the prerequisites for marriage.

At least once a week many young people take the family's produce to a local market where they set up a small table or lay their goods out on the ground. In addition to selling, they may also purchase small items at the market such as cloth, kitchen utensils, toilet articles, and spices. Going to market gives the young people a chance to socialize with others their age as well as contributing to the family income.

Because many Third World countries are in hot climates, activity comes to a halt around the middle of the day and people gather in the shade to eat their lunch, perhaps listen to a transistor radio or taped music, and share the local gossip. A typical lunch might be a small portion of beans, a piece of bread, and a cup of tea.

Chances are that the village you would live in would have no supply of clean drinking water. All the water used for household chores, cooking, and bathing would come from the same stream, well, or pond and must be carried in pots or other containers, usually by the women and young girls. Many learn to carry the pots of water on their heads. Especially if the weather were hot, you would miss being able to get a cooling glass of iced water. Warm soda, a cup of tea, or a glass of boiled water would have to do. If anyone in the family developed a medical problem, a doctor or clinic would usually be a day's walk away. Common health problems include malnutrition, intestinal diseases such as dysentery, and infections caused by poor sanitation.

The average life expectancy in many Third World countries is between 40 and 60 years. Because of this shorter life span, teenagers assume adult roles and responsibilities sooner. Many will be married and starting their families before most American teenagers have graduated from high school. They will be grandparents in their 30s and become the elders of the society when we consider ourselves middle-aged. This is changing as health standards improve, and in some countries, such as China, the government has discouraged marriage before the mid-20s in order to cut down on population growth.

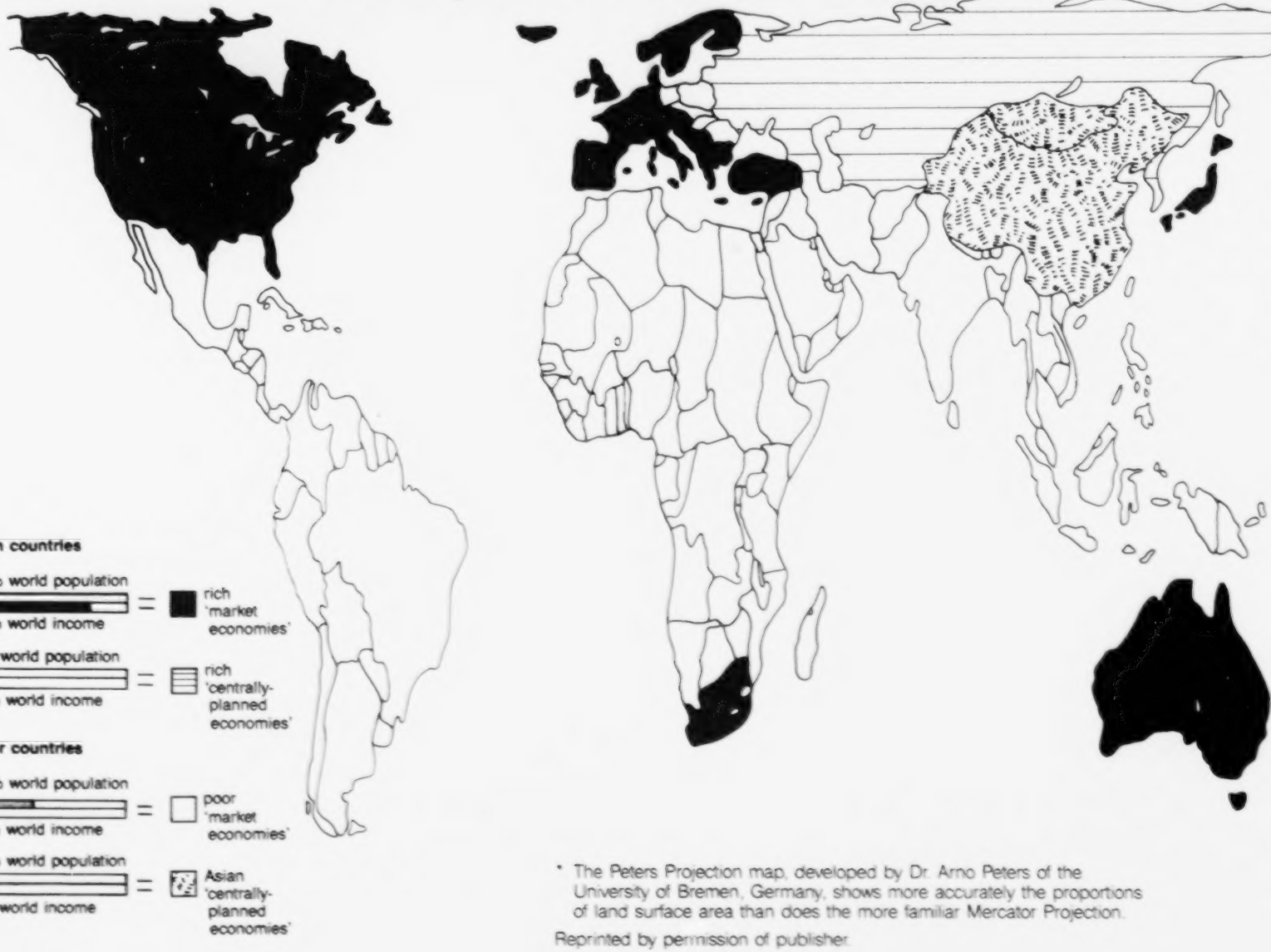
As you walked into a house in the village, it might seem quite bare and dark compared to what you were used to. Furnishings would probably include one table, some mats or cots for sleeping as well as sitting during the day, and perhaps a chair or two. Instead of colored paint or wallpaper, most walls would be whitewashed or unpainted. If the cooking fire were inside the house, the air would be smoky and the walls blackened. Windows would be small and probably have bars across them instead of glass. The floor, packed dirt or cement, would need to be swept every day. You would not have your own room; in most cases you would sleep on a mat in a room with the other children. During the day the mats would be rolled up and the room would become a combination living room/dining room. You would wash in a basin in the courtyard or in a nearby stream, since there would probably be no indoor plumbing. The outhouse might be in the courtyard or near the fields. Because the inside of the house was dark and there was not much space, the family would spend most of the day outside in the courtyard. For the women, the courtyard becomes the center of their social life—a place where they can gather to do chores and chat with family and neighbors.

You would not need a big closet because you would probably have only 2-3 sets of clothing. Although some of your clothes would be homemade, others might come from the local market, including T-shirts, rubber or plastic sandals, and straw hats. If you were attending a high school, you would wear a uniform, usually a white shirt and dark pants or skirt.

In the evening, the family would come together for a dinner of rice or other staple food flavored with a few vegetables, spices, and occasionally fish. Meat would be reserved for special occasions only. Your day would end early because you probably would not have electric lights. The family might spend some quiet time in the courtyard enjoying the cool air and reflecting on the events of the day. For most, it would be a day much like any other, with less variety than you are used to. Life in villages such as this has a very regular pattern centered on the main events of the farming year. For many young people this regular pattern provides security—for others it seems boring, and they long for the excitement of moving to the city.

Twenty years ago, people in a remote Third World village knew little about what happened in their country, to say nothing of the world. Now, because many of the people from the village have moved to the city and bring back stories of their life there, villagers are much less isolated. When men walked on the moon, when the price of an important product such as coffee or cacao fell on the world market, when there was a change of government in the capital, the word traveled quickly. A tribal hunter in Indonesia can pause in his pursuit of game to marvel at the new satellite "star" crossing the sky. He may not know what it is, but it is now a part of his world. Many who are still illiterate listen to the radio and perhaps watch a community TV in the evenings. Even **Sesame Street** is broadcast in China these days, and reruns of old U.S. TV series such as **Kojak** find a ready market in Third World countries. Cassette tapes have become popular with a mix of music from folk culture as well as Western pop music. However, even though a teenager in a Third World country might wear a Coca-Cola T-shirt, listen to Western music such as "We are the World," and see pictures of life in the U.S., he or she gets a very incomplete idea of what our life is like. To some, it is difficult to understand why we have such large lawns when that land could be used to grow food, why American teenagers seem to have so much free time, and in general what it would be like to live in your shoes for a day. As our independence with Third World countries increases, the need for each side to understand the perspective of the other will be very important in solving our mutual problems.

# World Map of Rich and Poor Nations*




* The Peters Projection map, developed by Dr. Arno Peters of the University of Bremen, Germany, shows more accurately the proportions of land surface area than does the more familiar Mercator Projection.

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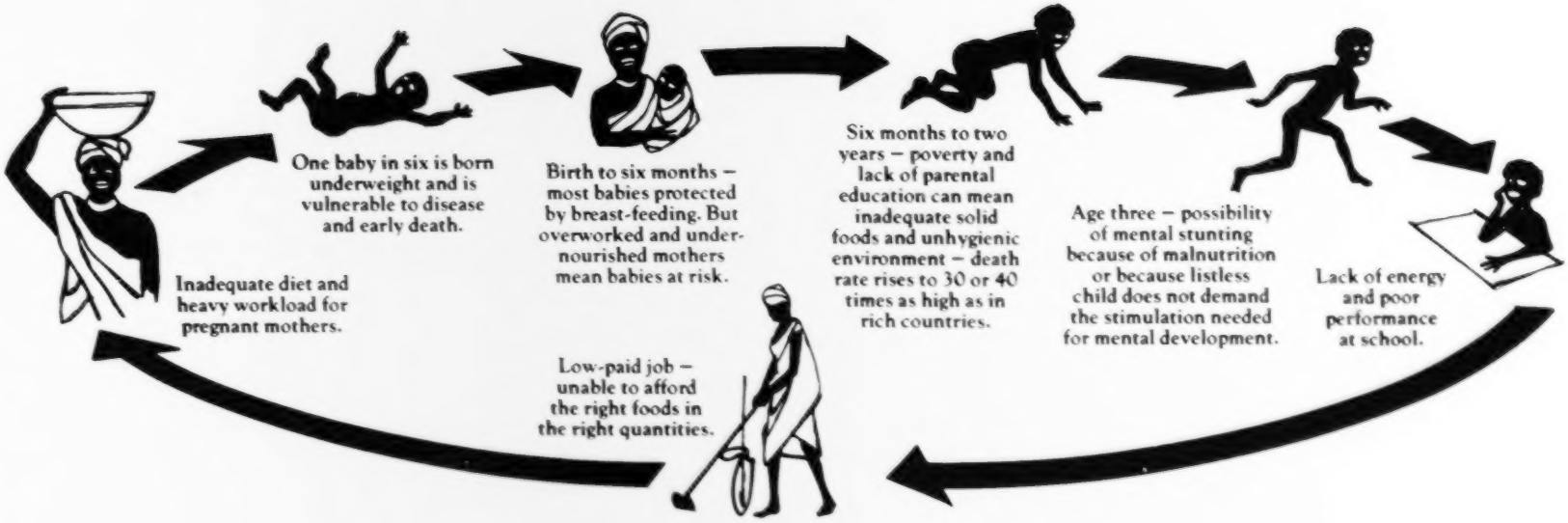
Inadequate diet and heavy workload for pregnant mothers.
One baby in six is born underweight and is vulnerable to disease and early death.
Birth to six months – most babies protected by breast-feeding. But overworked and under-nourished mothers mean babies at risk.
Six months to two years – poverty and lack of parental education can mean inadequate solid foods and unhygienic environment – death rate rises to 30 or 40 times as high as in rich countries.
Age three – possibility of mental stunting because of malnutrition or because listless child does not demand the stimulation needed for mental development.
Lack of energy and poor performance at school.
Low-paid job – unable to afford the right foods in the right quantities.

## The Hunger Cycle

# Additional Resources

## Sources for Data

**Developoment Data Book: Social and Economic Statistics on 125 Countries.**
Washington: World Bank, 1984.
Useful student resource.

Hunger Project. **Ending Hunger: An Idea Whose Time Has Come.**
New York: Praeger, 1985.
An overview of basic facts about hunger and differing perspectives. Over 100 color photographs.

Kidron, Michael and Ronald Segal. **New State of the World Atlas.**
New York: Simon & Schuster, 1984.
Includes maps on Gross National Product, Food Power, Our Daily Bread, The Dying Earth, and numerous other issues related to food and hunger.

Sivard, Ruth Leger, ed. **World Military and Social Expenditures 1985.**
Washington: World Priorities, 1985.
Data on individual countries and regions for comparison.

U.S. Dept. of Agriculture. **U.S. Agriculture in a Global Economy.** 1985 Yearbook of Agriculture.
Washington: U.S. Government Printing Office, 1985.
Production and trade of basic commodities. Numerous charts, graphs, and background on the development of world food trade.

**World Food System Data Sheet.** Philadelphia: World Resources
Inventory Division of World Game, 3500 Market Street, Philadelphia, PA 19104.
Chart and maps with a variety of statistics on food production in individual countries and regions.

## Magazines

**New Internationalist.** Monthly. Address: New Internationalist,
113 Atlantic Avenue, Brooklyn, NY 11201. $22/yr.
Published in the UK. Deals with issues of development.

**UNESCO Chronicle.** Monthly. Address: UNIPUB, 205 E. 42nd Street,
New York, NY 10017.
Articles on development projects and issues.

**World Eagle.** Monthly (10 issues). World Eagle, 64 Washburn Ave.,
Wellesley, MA 02181. $30.95/yr. Back issues $3.00.
Includes data, maps, graphs, and documents on international issues. June issue usually devoted to the U.S. and world food.

**World Press Review.** Monthly. Address: World Press Review,
Subscription Department, Box 915, Farmingdale, NY 11737.
Articles and cartoons from magazines and newspapers around the world, with a good collection of Third World perspectives.

## Audiovisuals

Note: All A-V materials cited are available at no charge from Church World Service, Media Resource Center, PO. Box 968, 28606 Phillips St., Elkhart, Indiana 46515. Tel: (219) 264-3102. A listing of other films is available on request from the same address.

**Hunger Hotline Revisited: Global Food Crisis.** (Filmstrip) 18 min.
CWS/OGE/Bridge Productions, 1984.
Introduces hunger facts and global issues using a talk show format. Raises and discusses myths and facts related to global hunger.

**Remember Me.** (Film) 17 min. UN, 1980.
Documentary of the lives of several children around the world. Useful to help students conceptualize life in a Third World country.

**Roots of Hunger, Roots of Change.** (Film) 27 min. Church World Service, 1985.
Hunger in Africa is not new and it doesn't result from drought alone. This film explores the problem of hunger in Senegal, looking at its historical causes and its impact on the people today.

**Signs of Change.** (Film, video VHS, Beta, and ¾") 18 min. Church World Service, 1985.
Continues the story of the town in Senegal (Roots of Hunger). Describes community development project to increase food supply—the story of a famine that did not happen.

## Books/Curriculum


Byron, William, ed. **The Causes of World Hunger**. New York: Paulist Press, 1982.

**Famine: A Manmade Disaster?** Report from the Independent Commission on International Humanitarian Issues. Vintage, 1985.
Argues against an easy solution to the recent famine in Africa, and shows that poverty, not drought, is the root cause.

**Food First Resource Guide**. San Francisco: Institute for Food and Development Policy, 1979.
Documentation on the roots of world hunger and rural poverty.

**Food for All: Teaching Against Hunger**. New York: Global Perspectives in Education, Intercom #102.
Six lessons and assorted activities on the meaning of hunger and the relationship between hunger and development issues.

Franks, Richard and Barbara Chasin. **Seeds of Famine**. Montclair, NJ: Allanheld, Osmun, 1980.
Study of Sahel famine.

George, Susan and Nigel Paige. **Food for Beginners**. New York: W.W. Norton, 1982.
Traces history of food from hunter-gatherers to present-day agribusiness. High school.

Hartman, Betsy and James Boyce. **Needless Hunger: Voices from a Bangladesh Village**. San Francisco: Institute for Food and Development Policy.

**Hope for the Hungry: World Hunger Crisis Kit**. New York: World Without War Council.
Data on world hunger and discussion of commitment to tackle the crisis.

Katz, Deborah, et. al. **Food; Where Nutrition, Politics and Culture Meet**. Washington: Center for Science in the Public Interest, 1976.
Handbook of activities for teachers.

Lappé, Frances Moore and Joseph Collins. **World Hunger: Ten Myths**. San Francisco: Institute for Food and Development Policy, 1983.
Presents 10 myths about how hunger is generated and explains how people throughout the world are trying to achieve food self-sufficiency.

McCuen, Gary. **World Hunger and Social Justice**. Ideas in Conflict Series. Hudson, WI: GEM Publications, 1986. (Available from GEM Publications, 411 Mallilieu Drive, Hudson, WI 54016). Selection of readings from a variety of perspectives. Good resource for debate and discussion.

McGinnis, James B. **Bread and Justice**. New York: Paulist Press, 1979.

Murphy, Elaine M. **Food and Population: A Global Concern**. Washington: Population Reference Bureau, 1984.

Pearse, Andrew. **Seeds of Plenty, Seeds of Want**. Oxford: Oxford University Press, 1980.
Summarizes conclusions of a study on the "Green Revolution."

Rubin, Laurie. **Food First Curriculum**. San Francisco: Institute for Food and Development Policy, 1984.
An integrated curriculum to help students learn the origins of the food they eat, roots of hunger at home and abroad, and how they can act on this global problem. (Gr. 4-6)

U.S. Dept. of Agriculture. **World Food Aid Needs and Availabilities, 1984**. Washington: U.S. Department of Agriculture Economic Research Series.

## Articles

Brown, Lester. "Putting Food on the World's Table."
**Environment**. v. 26, May 1984, pp. 15-20, 38-44.

Hines, Colin and Barbara Dinham. "Can Agribusiness Feed Africa?"
**Ecologist**. v. 14, no. 2, 1984, pp. 61-66.

Walsh, John. "Sahel Will Suffer Even If Rains Come."
**Science**. v. 224, May 4, 1984, pp. 467-471.

Williams, Maurice J. "Toward a Food Strategy for Africa."
**Africa Report**. v. 28, Sept.-Oct. 1983, pp. 22-26.

"World Hunger: Asking the Right Questions."
**Social Education**. September, 1983.
Contemporary Issues and the Schools Series.
Articles by Susan George, Bruce Dalgaard, Mark Schug, Alex Molnar.

## Simulations and Kits

**Baldicer**. John Knox Press.
Simulation of feeding world's population for 10-20 players. High school/Adult.

Cickot, Jerald J. and Douglas Gwyn. **Ending Hunger Kit**.
New York: American Friends Service Committee, 1979.
Simulation game and case studies on world hunger.

LaSota, Marcia. **The Fast Food Calorie Guide**.
Mankato, MN: Gabriel Books, 1980.
Can be used to compare calories and nutrition in a Big Mac, etc., to the amount of calories consumed in some countries.

**Living with the Land: Continuity and Change in a Developing Country**.
Center for World Development, 1979.
Kit includes 35 black/white study prints, two guide books with maps and background materials on Ghana. Good material for a case study. Available from Social Studies Schools Services, 10,000 Culver Blvd., PO. Box 802, Culver City, CA 90232-0802.

**Nutrition, Food, and Culture**. National Livestock and Meat Board, 444 N. Michigan Ave., Chicago, IL 60611 Tel: (312) 467-5520.
Study prints, teacher's guide and activity sheets for grades 4-7.

**Rice Farming** (Computer simulation—Apple diskette) Longman, 1983.
Includes diskette, handouts, teacher's guide. Students face problems of rice farmers in India, including drought, insects, marketing difficulties. Available from Social Studies Schools Services (see address above).

**Who Needs Enemies**. Barnstable, MA: J. Games Company, 1982.
Simulation game on global issues where teams represent the developed and developing countries and try to end hunger by the year 2000. High school.

**World Food Resource Kit**. ISU Extension Service, Box 1427, Cedar Rapids, Iowa 52406.
Collection of resources and activities for junior and senior high school.

# Evaluation

This curriculum was revised with careful attention to teacher feedback we have received over the last three and a half years. In the interest of continuing to improve this material in the future, we would welcome your comments. Questions of particular interest are: With whom was this curriculum used? What were the strong and the weak points of the material? How might the curriculum be improved? Were the format, content, and length appropriate to the needs and age level of your group? Please send your response to Church World Service, Office on Global Education.

## Global Education
## "A World's-Eye View"

Global education or education for global justice is a process which helps people understand the conditions of hunger, poverty and oppression and why these conditions exist and persist. Global education arouses and nurtures in individuals a commitment to envision and actively promote a more just, sustainable, participatory and thus, human global environment.

### Church World Service

Church World Service is the relief, refugee resettlement and development agency of the National Council of the Churches of Christ in the U.S.A. CWS cooperates with and acts on behalf of 31 Protestant and Orthodox communions. Its overseas work is undertaken by local agencies, usually church-related, in more than 70 countries around the world. Thus, CWS is a link in a people-to-people network of U.S. churches and overseas colleague agencies working in partnership to help people help themselves.

The CWS Office on Global Education is mandated to inform and sensitize the U.S. public about the root causes of hunger, the limitations of global resources and the interdependence of all people. The Office works in a collaborative and cooperative style, animating and supporting existing initiatives in global education in the U.S., as well as providing educational programming.

### Center for Teaching International Relations

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate global and international studies. CTIR offers graduate courses in education; conducts teacher inservice workshops; offers travel and retreat courses with credit during the summer months and other vacation periods; develops, publishes, and disseminates curriculum materials; and offers consultative services to schools. Although national in scope, the Center focuses its attention on a twelve-state area, including the Rocky Mountain and Great Plains regions.

For listing of other educational resources, write to:

Office on Global Education
Church World Service
2115 N. Charles St.
Baltimore, Maryland 21218

(301) 727-6106

Center for Teaching International Relations
The Graduate School of International Studies
University of Denver
Denver, Colorado 80208-0268

(303) 871-3106